ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 6/29/65	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC ACCESSION NO.	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED000804	8287		

4. AUTHOR(S):
Ducanis, Alex J.

5. TITLE OF DOCUMENT ABSTRACTED:
The Advanced Placement Program in New York Institutions

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. The Univ. of the State of New York
ST. 8 Thurlow Terrace
CITY Albany, New York
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE
The University of the State of NY

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	62	69

MICROFILM COPY AVAILABLE
YES X NO ☐

COPYRIGHT GRANTED
YES ☐ NO X

COPYRIGHT RELEASE FILED
YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL X
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
report

16. INDEXING TERMS (6-12)

advanced placement	programs	articulation		
students	teacher edu.			
talent	secondary edu.			

17. ABSTRACT (MAX. 250 WORDS)

A review and assessment of New York State advanced placement programs that offer courses of collegiate grade to academically talented high school students. The report examined four aspects of the program: (1) its historic and numeric scope, (2) advanced placement program workshops for high school teachers, (3) the advanced placement program in the high schools, and (4) the advanced placement program in colleges and universities. (The goal of the workshops, initiated by the State Education Department in 1960, was to help teachers do a better job of teaching advanced placement courses.)

Data on the advanced placement program in the high schools were derived from questionnaires reporting the extent to which the high schools were offering or planned to offer advanced courses and from detailed information acquired from the Educational Testing Service concerning New York State students who had taken advanced placement examinations in May of 1962.

Information on the advanced placement program in colleges and universities were derived from questionnaire responses (69 percent return) from institutions which had been the first-choice institution of the New York State high school seniors who took advanced placement examinations in the spring of 1961. The instrument elicited information in two areas: (1) institutional policies and practices, and (2) student experience with advanced placement.

Numerous statistical tables accompany the text.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

R-7-4
x 2

8287

THE ADVANCED PLACEMENT PROGRAM IN NEW YORK STATE INSTITUTIONS

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
NOVEMBER 1962

ED000804

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Division of Research in Higher Education

THE ADVANCED PLACEMENT PROGRAM IN NEW YORK STATE INSTITUTIONS

by

Alex J. Ducanis
Associate in Education Research

1962

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University
With years when terms expire

1968	Edgar W. Couper, A.B., LL.D., Chancellor.....	Binghamton
1967	Thad L. Collum, C.E., Vice-Chancellor.....	Syracuse
1963	Mrs. Caroline Werner Gannett, LL.D., L.H.D., D.H....	Rochester
1974	Dominick F. Maurillo, A.B., M.D., LL.D., Sc.D., M. and S.D.....	Brooklyn
1964	Alexander J. Allan, Jr., LL.D., Litt.D.....	Troy
1966	George L. Hubbell, Jr., A.B., LL.B., LL.D., Litt.D..	Garden City
1973	Charles W. Millard, Jr., A.B.....	Buffalo
1970	Everett J. Penny, B.C.S., D.C.S.....	White Plains
1972	Carl H. Pforzheimer, Jr., A.B., M.B.A., D.C.S.....	Purchase
1975	Edward M. M. Warburg, B.S., L.H.D.....	New York
1971	J. Carlton Corwith, B.S.....	Water Mill
1969	Joseph W. McGovern, A.B., LL.B., L.H.D., LL.D.....	New York
1965	Allen D. Marshall, A.B., LL.D.....	Scotia

President of the University and Commissioner of Education
James E. Allen, Jr., Ed.M., Ed.D., LL.D., Litt.D., Pd.D., L.H.D.

Deputy Commissioner of Education
Ewald B. Nyquist, B.S.

Associate Commissioner for Research and Special Studies
Lorne H. Woollatt, Ed.M., Ph.D.

Director, Division of Research in Higher Education
Philip A. Cowen, M.A., Ph.D.

F 1131-N62-2600

Table of Contents

		Page
Foreword		i
I.	The Advanced Placement Program	1
II.	The Advanced Placement Program Workshops	7
III.	Advanced Placement Program in High Schools	9
IV.	Advanced Placement in New York State Institutions of Higher Learning	27
V.	Summary - Conclusions - Recommendations	52
Appendix		57

Foreword

An important aspect of any program is a periodic review of its status. Such a review makes it possible to assess what progress has been made toward the goals of the program and the identification of its current strengths and weaknesses. The necessity of program examination is urgent in the case of comparatively new ventures which are in need of information helpful in planning future courses of action. This report is significant in that it provides a bench mark against which future progress may be measured.

Lorne H. Woollatt
Associate Commissioner for
Research

I. THE ADVANCED PLACEMENT PROGRAM

The Advanced Placement Program is concerned with the inclusion of certain college-level course material in the secondary school curriculum. It is an outgrowth of the "School and College Study of Admission and Advanced Standing" and "The College Study of General Education." Both of these projects were supported by the Fund for the Advancement of Education.

The rationale for the program is that there are high school students of superior ability who are able to undertake college course work at the secondary school level. Corollary to this assumption is that there are secondary school teachers with the ability to teach subject matter at a college level.

The College Entrance Examination Board now administers the Advanced Placement Program. In operation, "the Program offers descriptions of college-level courses to be given in schools and prepares examinations based upon these courses."[1] The examinations are administered by the CEEB which makes scores available to colleges. The colleges in turn make decisions as to whether they will award advanced standing and/or credit to the student. It must be recognized that advanced placement and/or credit may be granted to students upon bases other than the Advanced Placement Examinations administered by the College Entrance Examination Board. Examinations given by schools, colleges, and testing organizations are acceptable in some instances. It is also true that some colleges will grant advanced placement and/or credit for the completion of course work taken in high school. For the purposes of this report, unless otherwise indicated, the Advanced Placement Program as administered by the CEEB will be accepted as the usual procedure by which a high school student acquires advanced placement and/or credit in college.

---

[1]College Entrance Examination Board, Advanced Placement Program Course Description, Princeton, N. J., 1960, p. 7.

The examinations are open to all students. It is not necessary for a student to complete an advanced placement course in order to take the examination; however, it is recommended that he do so. Diverse arrangements to prepare students for the examinations may include special classes, enrichment or tutorial relationships, as well as arrangements with local colleges.

The program has experienced rapid growth nationwide from its inception. Starting in 1953-54 as an experimental program with 18 schools and 532 students participating, the program had expanded by 1961 to include 1,130 schools and 13,235 students.

Currently, 11 subjects are included in the program: English literature and composition, American history, European history, French, German, Latin, Spanish, mathematics, biology, chemistry and physics.

During 1961 New York State had 20 per cent of the schools and 25 per cent of the pupils involved in advanced placement programs in the Nation. As may be noted in table 1, the State of New York has had over 20 per cent of the participating schools in each school year since the initial experimental phase of the program was completed. This percentage represents the largest number of schools from any state in the Nation.

As the program continues, New York State will probably account for decreasing percentages of the schools. This is to be expected as more and more states become fully involved in the programs.

Table 2 indicates the situation regarding students in the program. It may be noted that percentages in this case are generally a little higher than those of table 1 (schools). This might possibly be due to the number of large schools represented in the New York State figure.

At the present time there are many institutions of higher learning in New York State which recognize student achievement in the Advanced Placement Program. Each institution makes its own determination of what credit and placement will be accorded to the individual student.

Table 1

Schools in New York State and the Nation Participating in Advanced Placement Program, 1957-1961

Year	Number of schools		Per cent
	N.Y.S	U.S.A.	N.Y. of U.S.
1957	42	198	21.2
1959	125	546	22.9
1960	200	850	23.5
1961	228	1,130	20.2

Source: Unpublished material received from the College Entrance Examination Board.

Table 2

Advanced Placement Candidates in
New York State and the Nation
1957-1961

Year	Number of candidates		Per cent
	N.Y.S.	U.S.A.	N.Y. of U.S.
1957	458	2,069	22.1
1959	1,584	5,862	27.0
1960	2,775	10,800	25.7
1961	3,275	13,235	24.7

Source: Unpublished material received from the College Entrance Examination Board.

It has already been pointed out that a student does not necessarily need to complete an advanced placement course to be eligible to take the examination. However, it is recommended that he complete such a course or have an equivalent experience prior to taking the examination. Table 3 indicates the relative incidence of examinations taken in New York State and the Nation during 1960. Relatively more examinations are taken in biology, chemistry, mathematics and Spanish than in the other subjects; the smallest number are students examined in Latin.

Assuming that all of the persons taking Advanced Placement Examinations in 1960 were seniors (an over-estimate), a figure may be calculated which gives another indication of the magnitude of the program. During 1960 there was a total of 163,000 students graduated from the high schools of New York State; the 2,772 candidates represent 1.7 per cent of this total. When this percentage is compared to estimates indicating that as high as 20 per cent of all students in secondary schools are academically talented, it becomes apparent that there are many others in the population who could and would benefit from a program of advanced study.[2] Even if the latter figure over-estimates the true figure by 100 per cent it is still apparent that too small a number of college-bound high school students take advantage of an advanced study program.

It is clear that New York State enjoys a relative advantage in Advanced Placement Examinations and Programs. This advantage could be larger if the total number of potential candidates were able to participate in such a program.

---

[2]Anderson, Kenneth E., Ed., Research on the Academically Talented Student, National Education Association, Washington, D. C., 1961, p. 13.

Table 3

Examinations by Subject Area, Written in New York State and the Nation, 1960

Subject area	Number of examinations written		Per cent N.Y. of U.S.
	U.S.A.	N.Y.S.	
Literature and Composition	4,324	924	21.4
Mathematics	2,915	817	28.0
American History	2,057	487	23.7
Chemistry	1,407	408	29.0
European History	874	187	21.4
French	705	161	22.8
Physics	643	134	20.8
Biology	608	233	38.3
Spanish	231	65	28.1
German*	226	38	16.8
Latin**	209	20	9.6
Total	14,158	3,474	24.5

*Intermediate and Advanced German

**Latin 4 and 5

Source: Unpublished material available from the Bureau of Guidance, State Education Department, Albany, N. Y.

II. THE ADVANCED PLACEMENT PROGRAM WORKSHOPS

During the summer of 1960 a program was initiated to aid secondary teachers who either taught or expected to teach advanced placement courses in the high schools of New York State. This program consisted of a series of workshops in the subject areas associated with advanced placement. Essentially, each workshop was designed to develop instructional ability of a college level.

The program enrolled 91 participants during the summer of 1960 and 95 during the summer of 1961. During the first (1960) program, workshops were offered in biology, chemistry, English, history and mathematics. In the second year the course offerings were expanded to include French and physics; however, the chemistry and French workshops did not materialize in the second year.

It has been the goal of these workshops to provide a pool of qualified teachers for advanced placement courses. Thus, certain criteria have been established, including at least minimum competence in the subject area of the workshop, and a declaration of intention to remain as a teacher in the schools of New York State. With these criteria as a base, it is then assumed that participation in the workshop will enable the teacher to teach at a level beyond the minimum; hopefully, at the level of an initial college course in the subject area.

Concomitant to the goal of providing a pool of at least "adequate" teachers is the one of providing opportunity and encouragement to schools, teachers, and students to take part in the Advanced Placement Program. Here the assumption seems to be that if teachers are available, schools and students will be encouraged to participate in some form of the program.

The goals of the program of Advanced Placement Workshops are both quantitative and qualitative.

It has been and will continue to be the goal of the State of New York to provide an adequate amount of educational opportunity for all. In the case of advanced placement courses, the opportunities must be accorded to those who may realistically profit from them. It is assumed that it is educationally sound to permit and to encourage as many able students in as many schools as possible to take part in the program. In meeting the quanti tative goal, it is assumed that the question of quality has been answered. The place of the Advanced Placement Workshop in this regard is to provide encouragement and opportunity for teachers to develop abilities for teaching courses at a higher level.

The establishment of workshops for teachers of advanced placement courses represents an attempt to raise the quality of the program. It is assumed that some changes will be affected in the teacher which will enable him to cope more ably with the subject matter in the field. Because attitudes toward subject matter are another vital aspect of the process of teacher improvement, and because change is rapid in many fields of knowledge, it is of utmost importance to teachers of advanced placement courses to develop an attitude of <u>self-learning</u>. This last statement is also true for teachers who are not involved in advanced placement course work; for the teacher of advanced placement courses it is critical.

An evaluation of the 1960 and 1961 series of workshops was completed prior to planning the 1962 series. In general the evaluation indicated that some restructuring of the workshops might lead to greater realization of the goals set for them.

III. Advanced Placement Program in High Schools

New York State had 20.2 percent of the high schools in the nation with students who wrote Advanced Placement Examinations in 1961.

It must be recognized that schools which have advanced placement courses do not necessarily send students to Advanced Placement Examinations, and some schools which have no advanced placement courses do send students to take Advanced Placement Examinations. The students who are noted below as writing Advanced Placement Examinations may not have participated in an advanced placement course; however, figures submitted by schools which did offer advanced placement courses indicate that 2,363 students from these schools took advanced placement tests in May of 1961.

The number of schools involved in the program during any particular year probably reflects only a portion of those schools which participate over a number of years. This fluctuation may be determined to some degree by the number of students which the school feels can benefit from the program, as well as the availability of qualified teachers.

While the New York State Education Department has no specific regulations which deal with advanced placement courses, it gives encouragement and guidance to schools establishing such courses. Such guidance and encouragement is afforded through publications such as the Administrators' Handbook on the Secondary School of New York State and a series of bulletins in the subject areas of American history, biology, chemistry, English, French, mathematics, physics and Spanish. In addition, several bureaus of the Education Department are concerned with advanced placement programs and provide aid in the development of programs.

It is necessary for schools to engage in fundamental curriculum planning in order to take an active part in the Advanced Placement Program. Time must be provided and prerequisite requirements completed in order that the student may include advanced course work in an already crowded high school schedule.

Some schools have offered advanced placement courses on an after-school or Saturday basis; however, the greatest number of schools offer them as part of the regular daily program.

Diversity is the key word in the arrangement of courses in an advanced placement program. They range from formal classes and tutorial relationships, to honors sections and "extra" work for individuals. Some schools are cooperating with a college in their vicinity which offers courses for high school students. Another device which has been employed is the "sharing" of an outstanding teacher by several school districts. Still other schools make use of seminars and classes sponsored by local industrial concerns. Programmed instructional materials are being investigated by some schools, as well as team teaching.

Advanced placement work has a rather amorphous character in some instances. This quality is in part due to the diverse arrangements employed by schools and students in preparation for examinations; students may take part in a formal course, be tutored, or just "work hard" in the regular high school course. A contributory factor to the nonsystematic character of advanced placement programs in high schools is the wide range of differences toward its acceptance and indeed toward the question of whether it should be included in the high school program at all. Some administrators would prefer to limit the task of the high school to the development and implementation of strong high school level courses rather than courses at the college level.

The number of students considered able to benefit from advanced placement work continues to hold a critical place in the program. Some schools use I.Q. scores as a basis of student selection for advanced placement courses. One school administrator states in regard to a course in Advanced Placement American history in his school:

> We are far less rigid in selecting the students for our A.P. course than are most schools. This means that our A.P. classes include students with I.Q. of 110-120. We feel that these students will benefit from the experience of doing college level work. Some have scored as high as "4" on the Advanced Placement Examination.

A secondary curriculum coordinator in a large high school in the metropolitan area made the following comment:

> Our secondary school program...employs a system of grouping by abilities in individual subjects.... However, we do not specifically point any of our courses toward advanced placement.... We think these courses can stand on their own merit without designing them to meet any national or out of school program of testing and evaluation.
>
> ...naturally, if some of our students take the examinations and do well on them, we are pleased even though such an outcome is quite incidental to our program.

As is pointed out in the quotation above, there seems to be some doubt about the necessity of participating in an independently sponsored testing program. Some of the doubt may be based upon a rejection of the imposition of "out of school" testing programs, or may arise from the apparent predilection of colleges to grant advanced placement and/or college credit to students who have not taken Advanced Placement Examinations. An upstate high school principal writes: "A number of our graduates are receiving advanced placement in college on the basis of regular work and the results of tests given by colleges." Another high school principal says:

> We have been offering a second year in chemistry for about eight years. Most of our students have been placed in second year college chemistry on the basis of an examination given to them after they arrive at college.

Schools do not necessarily encourage students to take Advanced Placement Examinations. In such cases, the school may indicate that the student may gain college credit without tests or through tests administered by the college.

From the comments received, it is also evident that advanced placement courses in the high school are not regarded with unmixed approbation.

Status of the Program

In November of 1961, a questionnaire concerning advanced placement courses was sent to the 837 public and 322 private secondary schools in New York State. **(See Appendix.)** Two aspects of the high schools' participation in advanced placement were major concerns: courses that had been offered in the past and courses which might be offered in the future. By February 28, 1962, more than 75 percent or 877 schools had responded to this questionnaire.

A comparison of the distribution of senior class size in schools not responding to the questionnaire to the total population of high schools in the state tested by χ^2 technique reveals no significant differences. (Table 4.)

Data were also acquired from the Educational Testing Service of Princeton, New Jersey which gave detailed information concerning New York State students who had taken Advanced Placement Examinations in May of 1961. Throughout the exposition of data to follow, the differences in point of view expressed by the two types of data will be apparent. It is important to note that they are not different in fact, but in basis.

Table 4

Size of Graduating Class
All High Schools and Nonresponding High Schools

Size of graduating class	All schools		Nonresponding schools	
	Public N=837	Private N=322	Public N=181	Private N=101
1 - 50	36.8%	42.2%	38.7%	37.6%
51 - 100	19.8	27.6	19.9	29.7
101 - 150	12.1	13.7	8.8	18.8
151 - 200	7.2	6.8	6.1	5.9
201 - 250	5.6	3.4	5.0	3.0
251 - 300	3.8	1.6	3.9	3.0
301 - 350	2.9	1.9	3.9	1.0
351 - 400	2.9	1.6	3.9	--
401 - 450	1.8	.3	2.2	1.0
451 - 500	1.1	--	1.1	--
501+	5.9	.9	6.6	--
Total	99.9	100.0	100.1	100.0

This is to say that the figures of the Educational Testing Service are based upon students who took tests, the data of the questionnaire upon schools which have courses; the two categories overlap but are not identical.

Table 5 indicates the distribution of schools, differentiated by number of students taking Advanced Placement Examinations. Thirty-six percent of the schools (82) sent five or fewer students to the Examination. A tally of the schools within this group indicates that 30 of the schools sent only one student and that 11 schools sent but two. At the opposite end of the scale, we find that 23 of the schools sent between 31 and 134 students to the Examination. The total number of students sent from these schools to the Examinations thus comprises 1,396 of the entire state total of 3,258. Stated in a different way, more than 42 percent of the students are sent from about 10 percent of the schools. Most of these schools (18 of 23) are concentrated in New York City and the surrounding metropolitan area. Of the 3,258 students who wrote Advanced Placement Examinations in May of 1961, 91.6 percent were seniors, 7 percent were juniors and 1 percent were sophomores. The status of the remainder was unknown. (Table 6.)

Table 7 indicates the number of students who were enrolled in courses termed "advanced placement" in the 236 high schools responding to the questionnaire in the affirmative. Most students were enrolled in courses in mathematics and English, and appreciable numbers of students were enrolled in American history courses. It is important to note that the number of students enrolled in each course represents an actual number of students, but the sum of these figures may represent some duplication.

Table 5

Distribution of New York State Schools
Differentiated by Number of Students
Who Took Advanced Placement
Examinations, May 1961

Range of number of students	Number of schools	Percentage of schools
1 - 5	82	36.0
6 - 10	51	22.4
11 - 15	37	16.2
16 - 30	35	15.3
31 - 60	12	5.3
61 - 134	11	4.8
Total	228	100.0

Table 6

Class Distribution of New York State Students
Taking Advanced Placement Tests
May 1961

Class	Number	Per cent
12th Grade	2,982	91.6
11th Grade	229	7.0
10th Grade	33	1.0
Unknown	14	.4
Total	3,258	100.0

Table 7

New York State Registrations in Advanced Placement Courses
1960-61 and 1961-62*

Advanced placement course	1960-61		1961-62	
	Number	Percent	Number	Percent
English	1,348	22.4	1,821	20.9
American History	745	12.4	1,202	13.8
European History	351	5.8	379	4.4
French	209	3.5	342	3.9
German	43	0.7	63	0.7
Latin	20	0.3	146	1.7
Spanish	81	1.3	255	2.9
Mathematics	1,467	24.4	1,899	21.8
Biology	485	8.1	769	8.8
Chemistry	662	11.0	963	11.1
Physics	370	6.2	507	5.8
Other	226	3.8	358	4.1
Total	6,007**	99.9	8,704**	99.9

* 236 schools.

**Total includes students who took more than one course, "Registration" being defined as one student taking one course.

The fact that all students who take courses do not necessarily write examinations is supported by a comparison of tables 6 and 7.

A clue to one reason why some students do not take part in the examinations is provided by one principal who said:

> Students were adequately prepared, but indicated that so many of their friends had difficulty in the freshman year, they would like one course that they knew they could handle.

Other reasons why students do not take examinations may include costs, inadequate preparation, and fear of failure.

Table 8 summarizes the number of courses to be offered by schools not now having any advanced placement courses. As might be expected, most schools will attempt to introduce one course; fewer schools will try to introduce two, etc.

As shown by table 9, English, mathematics, and American history are the courses which are currently being offered most frequently as advanced placement subjects in high schools. Next in rank order are chemistry and biology. (The same rank order obtains in the number of examinations taken in these five areas in the May 1961 examinations.) These same five subjects are also those most frequently proposed to be offered in the schools which do not currently have any advanced placement courses.

In more detail, table 10 presents the number and subject area of the advanced placement courses which these schools plan to initiate during the next three or more years. Table 10 also indicates that, of the 177 teachers who will be needed as advanced placement instructors, 121 are already known to the administrators of these schools.

Table 8

Number of Courses Per School to be Offered
in Schools Which Do Not Now Have
Advanced Placement Courses

Number of courses	Number of schools	Percentage
1	40	37.6
2	24	23.6
3	15	14.2
4	6	5.7
5	3	2.8
6	2	1.9
Unknown	15	14.2
Total	106	100.0

Table 9

Advanced Placement Courses Now Offered or Which New York State Schools Plan to Offer in the Future

Advanced placement courses	Current courses in advanced placement		Proposed courses in schools not now having advanced placement		New courses proposed in schools having advanced placement	
	Number	Percent	Number	Percent	Number	Percent
English	97	21.8	39	21.2	14	7.3
Mathematics	95	21.3	50	27.2	23	12.0
American History	62	13.9	31	16.8	17	8.9
Chemistry	46	10.3	11	6.0	27	14.1
Biology	34	7.6	12	6.5	28	14.7
French	29	6.5	13	7.1	9	4.7
Physics	28	6.3	6	3.3	18	9.4
European History	18	4.0	1	.5	11	5.8
German	11	2.5	1	.5	18	9.4
Latin	10	2.2	5	2.7	7	3.7
Spanish	8	1.8	4	2.2	7	3.7
Other	8	1.8	11	6.0	12	6.3
Total	446	100.0	184	100.0	191	100.0

Table 10

Advanced Placement Courses Which Schools Not Now Having Such Courses Plan to Offer by Year

Advanced placement course	1962-63		1963-64		1964-65		Later than 64-65
	Teacher known	Teacher not known	Teacher known	Teacher not known	Teacher known	Teacher not known	
English	14	4	1	10	6	3	1
Mathematics	18	7	4	6	10	3	2
American History	12	2	7	4	3	3	0
French	6	1	0	0	3	2	1
Biology	6	0	3	0	2	1	0
Chemistry	4	1	0	2	2	1	1
Physics	2	0	3	1	0	0	0
Latin	4	0	0	0	0	0	1
Spanish	4	0	0	0	0	0	0
German	1	0	0	0	0	0	0
European History	1	0	0	0	0	0	0
Other	2	0	0	2	3	3	1
Total	74	15	18	25	29	16	7

Student Performance

Table 11 presents the mean scores in the May 1961 series of examinations of New York State students in each of the subject areas, with a breakdown by students' class levels (seniors, juniors, sophomores). The highest means obtain in five language examinations and American history. The lowest mean was obtained in the English Literature and Composition examination.

When the mean scores for all examinations are compared between classes, it may be seen that the small number of juniors taking part in the examinations acquitted themselves creditably; however, the sophomores who took examinations might well have refrained from taking the tests at all.

The data of table 12 indicate the percentages of students achieving various grades on the examinations.[1] An appreciable percentage of New York State students did poorly on the examinations. This performance may be considered as unfortunate in light of the fact that many colleges and universities look with baleful eye upon even a C grade on Advanced Placement Examinations whenever college credit is requested.

Reference to table 12 shows that more than half (53.9 percent) of the New York State students who wrote the English Literature and Composition examination received scores equivalent to D's and F's. The proportion of students who received D and F scores on the other examinations ranged from one-fifth to almost one-half of each group. The only exception occurred in the Advanced German group in which approximately two-thirds of the students achieved above-average scores equivalent to A's and B's. Above-average grades were also attained by approximately half of the

[1] For the purposes of this paper the five point composite scores of the examinations are assigned letter scores A through F.

Table 11

Mean Scores* on Advanced Placement Examinations Written by New York State Students, May 1961**

Subject	Examinations		Examinations by class					
			Seniors		Juniors		Sophomores	
	Number***	Score	Number	Score	Number	Score	Number	Score
Advanced German	3	3.67	3	3.67	--	--	--	--
Intermediate German	28	3.57	26	3.50	2	4.50	--	--
Latin 5	10	3.50	10	3.50	--	--	--	--
Spanish	61	3.34	59	3.37	1	1.00	1	4.00
American History	599	3.10	499	3.10	100	3.06	--	--
Latin 4	35	3.06	25	3.04	9	2.56	--	--
European History	226	2.95	200	2.98	11	3.09	14	2.57
Physics	130	2.95	126	2.94	4	3.25	--	--
Mathematics	973	2.93	962	2.92	10	4.10	1	2.00
Chemistry	460	2.85	413	2.91	44	2.41	1	2.00
Biology	312	2.80	265	2.85	22	3.27	17	1.71
English Literature and Composition	1,114	2.65	1,074	2.68	37	1.92	--	--
Total	3,951	2.85	3,662	2.86	676	2.82	34	2.15

* Scores are reported on a five point scale: 5 high honors; 4 honors; 3 creditable; 2 pass; 1 fail.

**French was omitted from this tabulation due to technical difficulties.

***Includes the examinations written by 14 unclassified students.

Table 12

Percentages of N.Y.S. Students Achieving Various Scores on Advanced Placement Examinations May 1961*

Subjects	5	4	3	2	1	Total**
Advanced German	0.0	66.7	33.3	0.0	0.0	100.0
Intermediate German	25.0	28.6	25.0	21.4	0.0	100.0
Latin 5	30.0	20.0	30.0	10.0	10.0	100.0
Spanish	18.0	31.1	24.6	19.7	6.6	100.0
American History	10.4	27.9	33.4	17.7	10.7	100.1
Latin 4	11.4	17.1	40.0	28.6	2.9	100.0
European History	9.7	16.4	38.1	31.0	4.9	100.1
Physics	15.4	13.1	30.0	33.8	7.7	100.0
Mathematics	10.5	19.6	34.6	22.6	12.6	99.9
Chemistry	8.9	23.7	21.3	36.1	10.0	100.0
Biology	8.3	19.2	28.8	21.7	11.9	99.9
English Literature and Composition	7.6	15.2	23.2	42.6	11.3	99.9

*French omitted from this tabulation due to technical difficulties.

**Totals differ due to rounding.

New York State students who wrote examinations in Intermediate German (53.6 percent), in Latin 5 (50 percent), and in Spanish (49.1 percent). It is interesting to note that in the six subjects which students scored better than a C average, five are language examinations and have relatively few participants. This may be due to the selectivity displayed by language teachers in recommending that a student take the examination. More than one-third (38.3 percent) writing the American history examination also earned scores equivalent to A's and B's.

Several studies have already demonstrated that scores achieved on the Advanced Placement Examinations are comparable to college scores. If these findings hold true, we might well pose a question as to the adequacy of preparation of the students failing the examinations. Surely there are few institutions in which the number of D's and F's in English Literature and Composition exceed the number of A's, B's, and C's. This question becomes even more serious in view of the fact that more students take this examination than any other.

If the foregoing tables paint a bleak picture of some of the results of the 1961 examinations, the data of table 13 will serve to brighten the outlook. When the scores of New York State students are compared with the scores of all students who wrote examinations during the 1961 testing session, we find that they do rather well. In only one case do the New York State students fall below the national average, that being in Latin 4 (there were only 35 cases in New York State).

Table 13

Mean Scores of Students Writing Advanced Placement Examinations
May 1961

Subject	New York State* students	All students**
Advanced German	3.67	3.4
Intermediate German	3.57	3.4
Latin 5	3.50	3.1
Spanish	3.34	3.0
American History	3.10	2.8
Latin 4	3.06	3.2
European History	2.95	2.9
Physics	2.95	2.6
Mathematics	2.93	2.7
Chemistry	2.85	2.8
Biology	2.80	2.5
English Literature and Composition	2.65	2.6

*From Table 11.

**College Entrance Examination Board, Advanced Placement Examination. May 1961, Grade Reports.

IV. Advanced Placement in New York State Institutions of Higher Learning

Of the 2982 New York State high school seniors who wrote one or more Advanced Placement Examinations in May of 1961, slightly more than half (1543) indicated a New York State institution of higher learning as a first choice of attendance. (Table 14.) The 82 New York State institutions chosen by these students served a total full-time undergraduate enrollment of 165,971 in the fall of 1961.

In April of 1962, a questionnaire concerning advanced placement was sent to each institution in New York State that was named as a first choice by a student who wrote an Advanced Placement Examination. Replies were received from 69 colleges with a total full-time undergraduate enrollment of 143,767 or 86.6 percent of the full-time undergraduate enrollment of the schools queried. The responding institutions were the first choice of attendance of 1383 New York State high school seniors who wrote Advanced Placement Examinations in the spring of 1961. (Table 15.) A list of responding institutions is appended to this report.

The questionnaire directed to the college was in two parts; one dealing with institutional policies and practices, the other with student experience with advanced placement. A copy of the instrument will be found in the appendix.

Institutional Policies and Practices

Although there were 69 institutions responding to the questionnaire, one large, multipurpose institution felt that the practices of the individual units within it were diverse enough to warrant submission of

Table 14

Location of "First Choice" Colleges
New York State Seniors Taking
Advanced Placement Examinations
May 1961

Geographic area	Number of states in geographic area	Number of students	Percent of students
New York State	1	1543	51.8
New England	6	559	18.8
Pennsylvania - New Jersey	2	212	7.2
Mid-West	20	193	6.4
Southeast*	8	92	3.0
Far West	11	43	1.4
Out of Continental United States or no choice	2	340	11.4
Total	50	2982	100.0

*Includes District of Columbia

Table 15

Institutions and Students Included in
Advanced Placement Study
New York State

Number of advanced placement students	Colleges			Students		Total advanced placement students
	Responding	Non-responding	Total	Responding colleges	Non-responding colleges	
1 - 5	35	7	42	92	21	113
6 - 10	12	2	14	93	16	109
11 - 20	5	2	7	72	37	109
21 - 40	5	1	6	144	22	166
41 - 164	12*	1*	13	982	64	1046
Total	69	13	82	1383	160	1543

* Institutions wherein a 20% random sample of students was drawn

five separate reports. The replies discussed in this section, therefore, total 73.

Question 1: Have there been any recurring problems associated with advanced placement or credit in your institution?

Yes:	9
No:	58
No reply:	6
Total	73

The preponderance of institutional opinion is that no recurring problems have been experienced with advanced placement and/or credit. Of those colleges that indicate that they do have some problem, several are special purpose (technical) institutions. One of these institutions expresses its problem as being the difference between the "usual mathematics and science courses" and their own which are developed for a "highly specialized group." From this it may be inferred that the Advanced Placement Examinations, geared as they are to general applicability, would in such a case be unacceptable. Another recurring problem seems to be "lack of standard policy between one department and another" in granting advanced placement and/or credit.

Question 2: Do you grant advanced placement or credit on bases other than the advanced placement examinations administered by the College Entrance Examination Board?

Yes:	46
No:	23
No reply:	4
Total	73

It is apparent that many colleges do make provision for the student who desires to demonstrate his competence in a subject matter area for the purpose of gaining advanced placement, credit, etc. In most cases, these provisions take the form of examinations in the subject matter area. However,

they may consist of a review of the student's high school record. Typical of the comments received:

> "We give exemption examinations in prescribed courses and, under certain circumstances, in elective courses. On the basis of the score on an examination a student may be exempted from taking certain courses and earn credits toward graduation."

As is noted under the answer to question number four, students at times are required to bear the costs of such an examination.

Question 3: Do you contemplate any change in your policy concerning advanced placement or credit?

Yes:	13
No:	53
No reply:	7
Total	73

Many of those institutions contemplating changes are now in the process of "making a study" of the situation. In general, the indication is that there will be movement toward more, not less recognition of advanced placement or credit; however, a plaintive note in a minor key is also found: "We are both unhappy and undecided as to the future."

Question 4: Do you charge the student for advanced credit? If so, what is this charge?

Yes:	1
No:	68
No reply:	4
Total	73

Only one institution makes a charge for advanced placement credit. The charge at that institution is $25.00 per credit hour. Some other institutions do make a charge for placement/credit examinations administered by the college; for these, a fee of from $7.50 to $15.00 is typical.

Question 5: Please check the factors which are important in your decision to grant or not grant advanced placement or credit. Double check the most important factor.

	Single check	Double check
Advanced Placement Examination Scores	63	43
Review of Advanced Placement Examination Test Booklets	48	24
Examinations given by your college	24*	10*
Recommendation by the high school	28	1
Student's subsequent record in college courses	17	4
General aptitude or intelligence scores	16	2
Interview with the applicant	14	1
Other	4	3
Total	214	88**

*Includes subjects not offered by College Entrance Examination Board.

**Some institutions double-checked more than one item.

The most important factors in the decision to grant or not to grant advanced placement and/or credit are clearly the scores on the tests and a review of the test booklets. This finding is quite consistent with the general pattern of departmental determination of whether or not advanced placement would or would not be granted.

Question 6: Who makes the decision in your institution as to whether or not advanced placement or credit will be granted?

The chairman of the department and his associates in all but seven cases had most of the responsibility for decision-making in this area. In those cases where they did not have some form of direct responsibility they seemed to have at least second-hand control over the process by participation in policy formulation.

Question 7: Does your institution have a published policy on advanced placement or credit?

Yes:	45
No:	22
No reply:	6
Total	73

In most cases, where there is a published policy, it is included in the college catalog or bulletin. Other publications include special leaflets and student publications. It is apparent that suitable information is available to prospective students in a majority of cases; however, there are evidently some institutions where the student must seek the policy elsewhere.

Question 8: Are academic grades assigned for advanced placement credit?

Yes:	5
No:	59
No reply:	9
Total	73

It is apparently not common practice to assign grades to credit granted for advanced placement. In one case where grades <u>are</u> assigned they are not used in computing the student's grade-point average.

Question 9: What is the maximum amount of credit or advanced placement granted?

Forty-two institutions have not set a maximum number of credit hours which may be granted for advanced placement work. The reason for this is probably amply explained by the fact that the number of students requesting any large amount of credit is very small. Most institutions have just not had to make a determination of what the maximum amount of credit should be. The most common comment has been that few students have requested advanced placement and/or credit. In five institutions where a limit is set, the student may gain as much as sophomore standing which is in effect no limit. In other institutions the number of credits which may be acquired by means of advanced placement varies with the type of course. Colleges which grant advanced placement without credit are not concerned with this problem.

Student Experience with Advanced Placement in New York State

In the questionnaire directed to each college, a listing of students who had indicated that particular institution as a first choice of attendance was included. This listing was compiled from data obtained from the Educational Testing Service, administrators of the tests. Each college was asked to indicate, by means of a code number, what had happened to the individual student regarding each examination he took. Examinations by title were listed under each name and a space provided for the coded response. (See sample questionnaire in the appendix.) A duplicate code sheet which included examination scores was retained in the office of the Division of Research in Higher Education. When the questionnaires were returned, a cross-tabulation by score and code was completed for each of the 11 subjects (later reduced to 5 areas). Two sets of tabulations were completed, one for colleges with less than 40 advanced placement applicants, another for colleges with 40 or more applicants. In the latter group, a 20 percent random sample of advanced placement applicants had been taken within each college prior to the dispatch of the questionnaire; in the former case, all available subjects were utilized.

Nine codings were offered to the colleges, plus a code to be used when the student was not attending the school. An "open" code was to be used for situations not covered by the other codes; respondents used it almost universally to indicate the reason and/or method of nonrecognition of the student's work. After tabulation, similar code categories were pooled. For example, codes 1, 2, 3, below were subsumed under the heading: The student was given advanced placement and/or credit.

1. The student was given college credit.
2. The student was given advanced placement and credit.
3. The student was given advanced placement but no credit.

Similarly, codes 4 and 5 were reduced to: Student declined offer of advanced placement and/or credit. Code 6 was not changed materially, nor was code 7. Codes 8 and 9 were reduced to: Student took an examination given by /the/ college and was/was not given advanced placement and/or credit on that basis.

The source of codes used in the questionnaire were the hypotheses mentioned below. The codes were developed to gain information pertinent to the testing of four hypotheses which had been developed from a review of the literature as well as concerns expressed by students and administrators. The following hypotheses were developed:

I. Students are not granted advanced placement and/or credit for average and above average achievement on Advanced Placement Examinations.

II. Students fail to request advanced placement and/or credit from the institution.

III. Students decline advanced placement and/or credit when it is offered.

IV. Students are forced to take another examination administered by the college before advanced placement and/or credit is accorded.

A fifth hypothesis was developed from the results of question six (page 32) in the section on Policies and Practices. The question asked who made the decision in the institution as to whether or not advanced placement or credit would be granted. Since the answer to this question clearly indicated that individual departments in large part hold this prerogative, the following hypothesis was developed:

V. There are differences in the acceptance of advanced placement examination results by various subject matter departments.

Investigation yielded the following data:

Hypothesis I

> Students are not granted advanced placement and/or credit for average and above average achievement on Advanced Placement Examinations.

Of 863 examinations on which students scored average and above average scores,* 582 (67.4 percent) of the cases received or could have received some special treatment by the college, either advanced placement, credit, or admission to a special section of a course or class. Tables 16 and 17 clearly indicate that students who achieve average or above average scores on Advanced Placement Examinations are accorded some form of special treatment at the institution they attend. The percentage distributions do indicate that those with above average scores have a somewhat better chance of being accorded advanced placement, credit, etc. The difference between the frequency of students with <u>average</u> scores getting advanced placement in schools with 40 or more advanced placement applicants (37.3 percent) and in schools with less than 40 applicants (73.6 percent) is significant at the 1 percent level of significance (Chi square equal to 20.88 with one degree of freedom). This may have some relationship to the distribution of scores as seen by the two sets of institutions. Those with fewer than 40 advanced placement applicants are more likely to grant advanced placement to students with average scores; the distribution of scores in these schools is as follows:

---

*The total number was computed by summing the total number of all students who <u>could have</u> had advanced placement recognition in institutions with less than 40 advanced placement applicants (table 16) with the total number of similar cases in institutions with 40 or more advanced placement applicants (table 17). In the latter case, because a 20 percent sample was taken, the sample total was multiplied by five.

Table 16

New York State Student Experience with Advanced Placement, Colleges* with Less Than 40 Advanced Placement Applicants, 1961

Student's experience	Advanced placement examination score**						Total	
	Below average		Average		Above average			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Student was given advanced placement and/or credit	25	11.0	78	73.6	64	78.0	167	40.2
Student declined offer of advanced placement and/or credit	4	1.8	2	1.9	1	1.2	7	1.7
Student was placed in a special section of course or class	5	2.2	3	2.8	4	4.9	12	2.9
Student did not request advanced placement or credit	26	11.5	3	2.8	1	1.2	30	7.2
Student took an examination given by college and was/was not given advanced placement and/or credit on that basis	10	4.4	0	0	1	1.2	11	2.7
No recognition	157	69.7	20	18.9	11	13.4	188	45.3
Subtotal	227	100.0	106	100.0	82	99.9	415	100.0
Students not attending; no information available	26	-	13	-	10	-	49	-
Total	253	-	119	-	92	-	464	-

*Fifty-seven New York State institutions with a total full-time undergraduate enrollment of 74,750.

**In this table scores 5 and 4 are reported as above average, 3 as average, 2 and 1 as below average.

Table 17

New York State Student Experience with Advanced Placement, Colleges* with 40 or More Advanced Placement Applicants, 1961**

Student's experience	Advanced placement examination score***						Total	
	Below average		Average		Above average			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Student was given advanced placement and/or credit	9	10.5	28	37.3	48	80.0	85	38.5
Student declined offer of advanced placement and/or credit	4	4.7	2	2.7	1	1.7	7	3.2
Student was placed in a special section of course or class	3	3.5	4	5.3	3	5.0	10	4.5
Student did not request advanced placement or credit	0	0	4	5.3	2	3.3	6	2.7
Student took an examination given by college and was/was not given advanced placement and/or credit on that basis	0	0	1	1.3	3	5.0	4	1.8
No recognition	70	81.4	36	48.0	3	5.0	109	49.3
Subtotal	86	100.1	75	99.9	60	100.0	221	100.0
Students not attending; no information available	6	-	8	-	3	-	17	-
Total	92	-	83	-	63	-	238	-

*Twelve institutions with a total full-time undergraduate enrollment of 69,017.

**A 20 percent random sample of applicants within institutions.

***In this table scores 5 and 4 are reported as above average, 3 as average, 2 and 1 as below average.

	Number	Percent
Above average	82	19.8
Average	106	25.5
Below average	227	54.7

In institutions with 40 or more applicants, the distribution is:*

	Number	Percent
Above average	60	27.1
Average	75	33.9
Below average	86	38.9

The question remains, does the former group, because of the distribution of scores seen by them, see the average score as being more deserving of credit etc. than the latter group of schools.

Hypothesis II

Students fail to request advanced placement and/or credit.

An examination of tables 16 and 17 indicates that the number of cases where advanced placement was not requested is quite small (when below average cases are excluded), comprising less than 4 percent (3.9) of the cases. It must be said that in some institutions a request is evidently unnecessary; therefore, the category "No Recognition" may in reality include some students who would not have requested recognition. It is clear that the student achieving average and above average scores on the examination does not fail to request recognition.

Hypothesis III

Students decline advanced placement and/or credit when it is offered.

---

*A 20 percent random sample.

Only two percent of the students who have average or above average scores on Advanced Placement Examinations decline recognition when it is offered. The highest percentage of students who decline credit or advanced placement are those who achieve below average scores on the examination; one cannot but concur with their decision.

Hypothesis IV

> Students are forced to take another examination, administered by the college, before advanced placement and/or credit is accorded.

An examination of tables 16 and 17 indicates that the number of students who take an examination administered by the college before they are given advanced placement, credit, etc., is negligible. It is quite evident that the student who achieves an average or an above average score on the Advanced Placement Examination does not face the problem posed in Hypothesis IV.

Hypothesis V

> There are differences in the granting of advanced placement and/or credit by the various subject matter departments.

Since subject matter departments are in large part responsible for the decision concerning the granting of advanced placement and/or credit, a natural question develops as to the possibility of significant differences between departments in this regard.

The 11 test subjects were reduced to 5 by combining physics, chemistry and biology under the heading of science; American history and European history under the heading of history; and all foreign languages under the single heading. Mathematics and English were continued as classifications.

The frequency with which advanced placement, credit, and other special treatment were accorded students by various departments is shown in tables 18 through 27. A computation of Chi square for each of two groups of schools, those with 40 or more applicants and those with less than 40 applicants, as well as the combined group, indicates that there is no significant difference between departments* in the granting of some form of special treatment to advanced placement applicants with average and above average scores on the examinations.**

*Mathematics, science, English, history only; foreign language was omitted due to the small number of students involved.

** Chi square for institutions with 40 or more applicants equalled 5.38; in institutions with less than 40 it equalled 2.45 with three degrees of freedom. When the frequencies for both groups were combined, Chi square equalled .08.

Table 18

New York State Student Experience with Advanced Placement Mathematics Colleges* with 40 or More Advanced Placement Applicants, 1961**

Student's experience	Advanced placement examination score***						Total	
	Below average		Average		Above average			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Student was given advanced placement and/or credit	4	14.3	12	38.7	15	78.9	31	39.7
Student declined offer of advanced placement and/or credit	3	10.7	2	6.5	1	5.3	6	7.7
Student was placed in a special section of course or class	3	10.7	2	6.5	0	0	5	6.4
Student did not request advanced placement or credit	0	0	2	6.5	0	0	2	2.6
Student took an examination given by college and was/was not given advanced placement and/or credit on that basis	0	0	1	3.2	2	10.5	3	3.8
No recognition	18	64.3	12	38.7	1	5.3	31	39.7
Subtotal	28	100.0	31	100.1	19	100.0	78	99.9
Students not attending; no information available	-	-	1	-	1	-	2	-
Total	28	-	32	-	20	-	80	-

*Twelve institutions with a total full-time undergraduate enrollment of 69,017.

**A 20 percent random sample of applicants within institutions.

***In this table scores 5 and 4 are reported as above average, 3 as average, 2 and 1 as below average.

Table 19

New York State Student Experience with Advanced Placement English, Colleges* with 40 or More Advanced Placement Applicants, 1961**

Student's experience	Advanced placement examination score***						Total	
	Below average		Average		Above average			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Student was given advanced placement and/or credit	1	3.8	2	14.3	7	58.3	10	18.5
Student declined offer of advanced placement and/or credit	1	3.8	0	0	0	0	1	1.9
Student was placed in a special section of course or class	0	0	2	14.3	3	25.0	5	9.3
Student did not request advanced placement or credit	0	0	0	0	0	0	0	0
Student took an examination given by college and was/was not given advanced placement and/or credit on that basis	0	0	0	0	0	0	0	0
No recognition	26	92.9	10	71.4	2	16.7	38	70.3
Subtotal	28	100.5	14	100.0	12	100.0	54	100.0
Students not attending; no information available	2	-	0	-	0	-	2	-
Total	30	-	14	-	12	-	56	-

* Twelve institutions with a total full-time undergraduate enrollment of 69,017.

** A 20 percent random sample of applicants within institutions.

*** In this table scores 5 and 4 are reported as above average. 3 as average, 2 and 1 as below average.

Table 20

New York State Student Experience with Advanced Placement History, Colleges* with 40 or More Advanced Placement Applicants, 1961**

Student's experience	Advanced placement examination score***						Total	
	Below average		Average		Above average			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Student was given advanced placement and/or credit	0	0	3	27.3	7	87.5	10	35.7
Student declined offer of advanced placement and/or credit	0	0	0	0	0	0	0	0
Student was placed in a special section of course or class	0	0	0	0	0	0	0	0
Student did not request advanced placement or credit	0	0	0	0	1	12.5	1	3.6
Student took an examination given by college and was/was not given advanced placement and/or credit on that basis	0	0	0	0	0	0	0	0
No recognition	9	100.0	8	72.7	0	0	17	60.7
Subtotal	9	100.0	11	100.0	8	100.0	28	100.0
Students not attending; no information available	0	-	2	-	0	-	2	-
Total	9	-	13	-	8	-	30	-

*Twelve institutions with a total full-time undergraduate enrollment of 69,017.

**A 20 percent random sample of applicants within institutions.

***In this table scores 5 and 4 are reported as above average, 3 as average, 2 and 1 as below average.

Table 21

New York State Student Experience with Advanced Placement Foreign Language, Colleges* with 40 or More Advanced Placement Applicants, 1961**

Student's experience	Advanced placement examination score***						Total	
	Below average		Average		Above average			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Student was given advanced placement and/or credit	1	100.0	3	75.0	5	83.3	9	81.8
Student declined offer of advanced placement and/or credit	0	0	0	0	0	0	0	0
Student was placed in a special section of course or class	0	0	0	0	0	0	0	0
Student did not request advanced placement or credit	0	0	0	0	0	0	0	0
Student took an examination given by college and was/was not given advanced placement and/or credit on that basis	0	0	0	0	1	16.7	1	9.1
No recognition	0	0	1	25.0	0	0	1	9.1
Subtotal	1	100.0	4	100.0	6	100.0	11	100.0
Students not attending; no information available	1	-	0	-	0	-	1	-
Total	2	-	4	-	6	-	12	-

*Twelve institutions with a total full-time undergraduate enrollment of 69,017.

**A 20 percent random sample of applicants within institutions.

***In this table scores 5 and 4 are reported as above average, 3 as average, 2 and 1 as below average.

Table 22

New York State Student Experience with Advanced Placement Science, Colleges* with 40 or More Advanced Placement Applicants, 1961**

Student's experience	Advanced placement examination score***						Total	
	Below average		Average		Above average			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Student was given advanced placement and/or credit	3	15.0	8	53.3	14	93.3	25	50.0
Student declined offer of advanced placement and/or credit	0	0	0	0	0	0	0	0
Student was placed in a special section of course or class	0	0	0	0	0	0	0	0
Student did not request advanced placement or credit	0	0	2	13.3	1	6.7	3	6.0
Student took an examination given by college and was/was not given advanced placement and/or credit on that basis	0	0	0	0	0	0	0	0
No recognition	17	85.0	5	33.4	0	0	22	44.0
Subtotal	20	100.0	15	100.0	15	100.0	50	100.0
Students not attending; no information available	3	-	5	-	2	-	9	-
Total	23	-	20	-	17	-	60	-

*Twelve institutions with a total full-time undergraduate enrollment of 69,017.

**A 20 percent random sample of applicants within institutions.

***In this table scores 5 and 4 are reported as above average, 3 as average, 2 and 1 as below average.

Table 23

New York State Student Experience with Advanced Placement Mathematics, Colleges* with Less Than 40 Advanced Placement Applicants, 1961

Student's experience	Advanced placement examination score**						Total	
	Below average		Average		Above average			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Student was given advanced placement and/or credit	4	13.8	18	81.8	15	78.9	37	52.9
Student declined offer of advanced placement and/or credit	0	0	1	4.5	0	0	1	1.4
Student was placed in a special section of course or class	2	6.9	0	0	0	0	2	2.9
Student did not request advanced placement or credit	1	3.4	1	4.5	0	0	2	2.9
Student took an examination given by college and was/was not given advanced placement and/or credit on that basis	4	13.8	0	0	1	5.3	5	7.1
No recognition	18	62.1	2	9.1	3	15.8	23	32.9
Subtotal	29	100.0	22	99.9	19	100.0	70	100.1
Students not attending; no information available	9	-	3	-	5	-	17	-
Total	38	-	25	-	24	-	87	-

* Fifty-seven New York State institutions with a total full-time undergraduate enrollment of 74,750.

** In this table scores 5 and 4 are reported as above average, 3 as average, 2 and 1 as below average.

Table 24

New York State Student Experience with Advanced Placement English, Colleges* with Less Than 40 Advanced Placement Applicants, 1961

Student's experience	Advanced placement examination score**						Total	
	Below average		Average		Above average			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Student was given advanced placement and/or credit	11	10.9	18	69.2	17	73.9	46	30.7
Student declined offer of advanced placement and/or credit	3	3.0	0	0	1	4.3	4	2.7
Student was placed in a special section of course or class	3	3.0	2	7.7	4	17.4	9	6.0
Student did not request advanced placement or credit	17	16.8	1	3.8	0	0	18	12.0
Student took an examination given by college and was/was not given advanced placement and/or credit on that basis	3	3.0	0	0	0	0	3	2.0
No recognition	64	63.4	5	19.2	1	4.3	70	46.7
Subtotal	101	100.1	26	99.9	23	99.9	150	100.1
Students not attending; no information available	4	-	3	-	1	-	8	-
Total	105	-	29	-	24	-	158	-

*Fifty-seven New York State institutions with a total full-time undergraduate enrollment of 74,750.

**In this table scores 5 and 4 are reported as above average, 3 as average, 2 and 1 as below average.

Table 25

New York State Student Experience with Advanced Placement History, Colleges* with Less Than 40 Advanced Placement Applicants, 1961

Student's experience	Advanced placement examination score**						Total	
	Below average		Average		Above average			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Student was given advanced placement and/or credit	4	9.1	28	77.8	13	86.7	45	47.4
Student declined offer of advanced placement and/or credit	0	0	1	2.8	0	0	1	1.1
Student was placed in a special section of course or class	0	0	0	0	0	0	0	0
Student did not request advanced placement or credit	3	6.8	1	2.8	0	0	4	4.2
Student took an examination given by college and was/was not given advanced placement and/or credit on that basis	0	0	0	0	0	0	0	0
No recognition	37	84.1	6	16.7	2	13.3	45	47.4
Subtotal	44	100.0	36	100.1	15	100.0	95	100.1
Students not attending; no information available	4	-	4	-	2	-	10	-
Total	48	-	40	-	17	-	105	-

* Fifty-seven New York State institutions with a total full-time undergraduate enrollment of 74,750.

** In this table scores 5 and 4 are reported as above average, 3 as average, 2 and 1 as below average.

Table 26

New York State Student Experience with Advanced Placement Foreign Language, Colleges* with Less Than 40 Advanced Placement Applicants, 1961

Student's experience	Advanced placement examination score**						Total	
	Below average		Average		Above average			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Student was given advanced placement and/or credit	2	10.5	5	71.4	2	66.7	9	31.0
Student declined offer of advanced placement and/or credit	0	0	0	0	0	0	0	0
Student was placed in a special section of course or class	0	0	0	0	0	0	0	0
Student did not request advanced placement or credit	5	26.3	0	0	1	33.3	6	20.7
Student took an examination given by college and was/was not given advanced placement and/or credit on that basis	2	10.5	0	0	0	0	2	6.9
No recognition	10	52.6	2	28.6	0	0	12	41.4
Subtotal	19	99.9	7	100.0	3	100.0	29	100.0
Students not attending; no information available	1	-	0	-	0	-	1	-
Total	20	-	7	-	3	-	30	-

*Fifty-seven New York State institutions with a total full-time undergraduate enrollment of 74,750.

**In this table scores 5 and 4 are reported as above average, 3 as average, 2 and 1 as below average.

Table 27

New York State Student Experience with Advanced Placement Science, Colleges* with Less Than 40 Advanced Placement Applicants, 1961

Student's experience	Advanced placement examination score**						Total	
	Below average		Average		Above average			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Student was given advanced placement and/or credit	4	11.8	9	60.0	17	77.3	30	42.3
Student declined offer of advanced placement and/or credit	1	2.9	0	0	0	0	1	1.4
Student was placed in a special section of course or class	0	0	1	6.7	0	0	1	1.4
Student did not request advanced placement or credit	0	0	0	0	0	0	0	0
Student took an examination given by college and was/was not given advanced placement and/or credit on that basis	1	2.9	0	0	0	0	1	1.4
No recognition	28	82.4	5	33.3	5	22.7	38	53.5
Subtotal	34	100.0	15	100.0	22	100.0	71	100.0
Students not attending; no information available	8	-	3	-	2	-	13	-
Total	42	-	18	-	24	-	84	-

*Fifty-seven New York State institutions with a total full-time undergraduate enrollment of 74,750.

**In this table scores 5 and 4 are reported as above average, 3 as average, 2 and 1 as below average.

V. Summary - Conclusions - Recommendations

Summary

This paper has examined four aspects of the Advanced Placement Program as it operates in New York State: (1) The general historic and numeric scope of the program; (2) The Advanced Placement Program Workshops for High School Teachers; (3) The Advanced Placement Program in the High Schools; and (4) The Advanced Placement Program in Institutions of Higher Learning.

I. The Advanced Placement Program

The Advanced Placement Program is concerned with the conclusion of certain college-level course material in the secondary school curriculum. High school students write examinations dealing with one or more of 11 college-level subject matter areas. These examinations are currently administered by the College Entrance Examination Board. Results of the tests are transmitted to the college of the student's choice; the college then determines whether or not advanced placement and/or credit will be accorded the student.

Since the program's initiation in 1957 as an outgrowth of the "School and College Study of Admission and Advanced Standing," New York State has had about 25 percent of the students in the nation who wrote examinations.

II. Advanced Placement Workshops

The Advanced Placement Program Workshops were initiated by the State Education Department in 1960 in an effort to help teachers do a better job of teaching advanced placement courses. To date this program has had a salutary, if small, effect upon the advanced placement program on a state-wide

basis. (However, current improvements in the procedures give indication of more adequately effectuating the original goals of the Workshops.)

III. Advanced Placement Program in High Schools

A questionnaire concerning advanced placement was sent to 837 public and 322 private high schools in the State of New York; 877 schools responded. Data were also acquired from the Educational Testing Service concerning the pupils' scores, name of high school, and the college choices of students who wrote examinations in 1961. The data indicated that the students taking the examinations came from 228 high schools; 236 schools answering the questionnaire noted that they had some type of advanced placement courses. These schools now have 446 separate "courses" in advanced placement with English, mathematics and American History the most prevalent.

New York State students did well on the examinations in foreign language and in American History; however, they did not achieve as well on the remainder of the examinations. However, when New York State students are compared to the nationwide performance, they do as well or better than the national average in all examinations but one.

IV. Advanced Placement in Colleges and Universities

A questionnaire was sent to 82 institutions of higher learning which were the first choice institutions of 1543 New York State high school seniors who took Advanced Placement Examinations in the spring of 1961. Sixty-nine of these institutions with a full-time undergraduate enrollment of 143,767 responded to this questionnaire. The instrument elicited information in two areas, (1) Institutional Policies and Practices and (2) Student Experience with Advanced Placement.

Conclusions were clear that: There have been few recurring problems associated with advanced placement; colleges grant advanced placement and/or credit on bases other than advanced placement examinations; few institutions contemplate any policy changes regarding advanced placement; no charge is levied for advanced placement and/or credit (one exception); test scores and review of the test booklets are the most important factors in the decision to grant or not to grant advanced placement and/or credit; individual departments make decisions in granting or not granting advanced placement and/or credit; a majority of institutions have a published policy on advanced placement or credit, this is generally in the college bulletins; few institutions assign academic grades for advanced placement credit; and few institutions have felt sufficient pressure from the program to fix maximum credit limits for advanced placement credit although sophomore standing seems to be the upper limit.

Five hypotheses were developed concerning what happened to students who took the examinations in May of 1961. The data support all of the following conclusions:

I. Students are granted advanced placement and/or credit for average and above average achievement on Advanced Placement Examinations.

II. Students do request advanced placement and/or credit from the institution.

III. Students accept advanced placement and/or credit when it is offered.

IV. Students are not forced to take another examination administered by the college before advanced placement and/or credit is accorded.

V. There are no significant differences in the acceptance of advanced placement results by various subject matter departments.

Conclusions

1. New York State, because of its early start and concern, holds a commanding position in advanced placement.

2. As other states become more deeply involved in the program, the percentage of students and schools from New York State will decrease; this is a statistical artifact which should not cause concern.

3. The program is still small when it is compared with the potential number of participants.

4. Between 20 and 25 percent of New York State high schools participate to some degree in the advanced placement program.

5. Curricular arrangements for special advanced placement instruction are diverse, ranging from tutorial arrangements to formal classes.

6. High schools with advanced placement courses do not necessarily send students to take Advanced Placement Examinations, nor do students who write examinations necessarily take courses.

7. New York State students perform as well or better than students from other states on the Advanced Placement Examinations.

8. A large number of students (in New York and other states) do less than creditable work on the examinations; this is especially true in regard to English Literature and Composition.

9. Institutions of higher learning in New York State are generally willing to grant special treatment in some form to students who achieve well on Advanced Placement Examinations.

10. Students are willing and do accept special treatment from the institution if they have achieved adequate scores on the examination.

Perspective and Opinion

The Advanced Placement Program will probably enjoy modest growth in size during the next few years. New York State will expand its program,

but will decline percentagewise as other states enter and/or expand their program.

High schools should be encouraged to make curricular provision for advanced placement (college level) classes when three conditions obtain: (1) an adequate to superior high school program extant, (2) availability of a superior teacher, (3) students who would be able to benefit from the instruction.

Recommendations

1. The program should not be "force fed" in an effort to induce rapid numerical growth at the cost of a reduction in quality.

2. Experimentation with alternative methods of advanced placement instruction should be encouraged. These methods should include the use of television, programmed materials, "exchange" teachers from local colleges, etc.

3. Some areas, such as English, should receive concentrated attention in the near future; achievement levels should be raised.

4. While numeric growth should not be induced for its own sake, some areas such as foreign language, seem to be in need of expansion; in other words, there are probably more high school students in New York State who could achieve adequate scores on the examinations if they were encouraged to take part.

5. The current policy of the State Education Department of encouraging, but not regulating or prescribing curricular arrangement for advanced placement subjects in high schools, is conducive to an experimental attitude and should be retained. Such retention will insure local initiative and creativity in utilizing facilities and talent.

APPENDIX

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY 1

LORNE H. WOOLLATT
ASSOCIATE COMMISSIONER FOR
RESEARCH AND SPECIAL STUDIES

DIVISION OF RESEARCH IN HIGHER EDUCATION
PHILIP A. COWEN, DIRECTOR
HOBART 2-7511, EXTENSION 3882

November 8, 1961

Dear Sir:

An attempt is being made to determine the magnitude of the Advanced Placement Program in New York State. This study will involve the cooperation of high schools, colleges, teachers and students at different stages of the investigation. At the present time, we are attempting to discover the extent to which high schools either now offer or plan to offer advanced placement courses for their students. Later questionnaires will be directed to students and teachers of advanced placement programs as well as selected high schools and colleges in New York State.

Your cooperation in this study will be helpful in improving the Advanced Placement Program in New York State.

Yours truly,

Lorne H. Woollatt

Lorne H. Woollatt

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Division of Research in Higher Education
Albany 1

Questionnaire for High Schools Regarding Advanced Placement Programs
(courses of collegiate grade provided for academically talented pupils in high school)

PART I

1. Name of school _____ Location _____

   County _____ Number of students in senior class 1960-61 _____

2. Does your school offer courses designed to prepare students for the advanced placement examinations offered by the College Entrance Examination Board. (If yes, go on to Parts II, III, IV and V) (Check one) Yes ☐ No ☐

3. If your answer to question #2 is no, does your school intend to offer advanced placement courses in the near future? Yes ☐ No ☐
   (If yes, go on to Part III. If no, further answers are not required; please complete item 4 below and return form in the envelope provided.

4. Print the name and title of person completing form _____

PART II

Advanced Placement Courses Which Are Now, or Have Been Offered by Your School During the School Years Indicated

(Continue on the back of this sheet if necessary)

Title of course	Number of students* completing course during school year beginning September			Teacher's name	Is this teacher now in your school?
	1959	1960	1961		

*Include all students, regardless of whether or not they wrote a College Entrance Examination Board, Advanced Placement Examination.

PART III

Advanced Placement Courses Which You Plan to Offer in the Near Future
(Continue on the back of this sheet, if necessary)

Title of course	Year it is to be offered. School year beginning September of			Name of prospective teacher, if known
	1962	1963	1964	

PART IV

REMARKS: Use this space, and additional blank sheets

(1) To make comments or explanatory remarks.

(2) If there are any features of your Advanced Placement Program which you feel to be unique, please describe them in this section.

PART V

Please List the Names of Students Who Wrote Advanced Placement Examinations During the Spring of 1961
(Please print or type)

Names	Subjects(s) (use one line per course)	Exam score	Name of college each student is attending, if any

(Use the back of this sheet, if necessary)

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY 1

LORNE H. WOOLLATT
ASSOCIATE COMMISSIONER FOR
RESEARCH AND SPECIAL STUDIES

DIVISION OF RESEARCH IN HIGHER EDUCATION
PHILIP A. COWEN, DIRECTOR
HOBART 2-7511, EXTENSION 2892

April 16, 1962

Dear Registrar:

The Division of Research in Higher Education, in cooperation with the Office of the Assistant Commissioner of Higher Education, is attempting to discover the status of the Advanced Placement Program in schools and colleges of New York State.

The enclosed questionnaire lists a sample of a group of students who may be in attendance at your institution. Each of these students has written one or more advanced placement examinations. At the time of administration of the examination by the Educational Testing Service, the students listed your institution as one they wished to attend. It is recognized that many such wishes are not fulfilled; therefore it may be that you will not have some of these students enrolled.

For those students who are attending your institution, it will be appreciated if you would provide the information requested on the questionnaire.

A second part of the questionnaire asks for your institution's policy and experience with advanced placement. The questions of this section should not be construed as a limitation upon your response, but rather as an inquiry into those aspects of the topic which seem to be of common concern to many institutions. Other facets of the program may be of equal or greater importance to you. Your comments are invited.

It is possible that your institution has completed a study of advanced placement students that has not been published (or indexed). If such is the case and the study is available, a copy would be very much appreciated.

Sincerely yours,

Philip A. Cowen

Philip A. Cowen

The University of the State of New York
The State Education Department
Division of Research in Higher Education
Albany 1

Questionnaire for Colleges Regarding Advanced Placement of Students

General Information

The questionnaire is in two parts. Part I deals with students who have taken advanced placement examinations. Part II is concerned with institutional policies and practices. All information supplied in both sections of the questionnaire will be regarded as confidential to the extent that individual institutions and students will not be identified with the data.

Directions: Part I

Students and examinations they wrote are listed on the accompanying sheet. Some students may write more than one examination. You are asked to answer the question of Part I by placing the code numbers in the space provided. An answer should be recorded for each examination.

In the interests of uniform reporting, definitions of some key terms used in the questionnaire are provided.

Definitions: For the purpose of this questionnaire

Advanced Placement: The act of granting permission to a student to enroll in courses which would normally be closed to him because of lack of collegiate prerequisite requirements. Such requirements having been met by examination, high school courses of collegiate level, etc.

Advanced Placement Examination Score: The composite score of the Advanced Placement Examinations administered by the College Entrance Examination Board.

Advanced Credit: Points, hours, etc. accorded a student which will be counted toward a total accumulation which is applicable toward degree requirements.

Examination Given by College: Examinations which are designed and administered by the college to test subject matter proficiency for the purpose of granting advanced placement and/or credit.

Special Section of Course: A course section designed to accommodate students who have mastered the basic content of a particular course or subject. These courses are structured to exclude subject matter which these more advanced students have already covered and to include more advanced material.

_____
Institution

_____
Name and title of person completing form

Part I. Students Who Have Taken Advanced Placement Examinations
(List of names attached)

Question

For the Advanced Placement Examination indicated, what occurred concerning advanced placement, credit, etc. for the student? Use the one code number which best describes what happened. Please read all codes before making a selection.

Code
number

1. The student was given college credit.

2. The student was given advanced placement and credit.

3. The student was given advanced placement but no credit.

4. The student declined offer of credit.

5. The student declined offer of advanced placement.

6. The student was placed in a special section of a course or class on the basis of the advanced placement examination.

7. The student did not ask for either credit or advanced placement.

8. The student failed an examination given by the college and was not given advanced placement or credit.

9. The student passed an examination given by the college and was given advanced placement or credit or both.

X. Student is not attending this institution.

0. Use this code for an answer which does not conform to any of the codes 1-9. Write what is meant by code 0 below.

0. _____

_____

Part II. Policies and Practices

1. Have there been any recurring problems associated with advanced placement or credit in your institution?

   Comment:

   ☐ Yes ☐ No

2. Do you grant advanced placement or credit on bases other than the advanced placement examinations administered by the College Entrance Examination Board?

   Comment:

   ☐ Yes ☐ No

3. Do you contemplate any changes in your policy concerning advanced placement or credit?

   Comment:

   ☐ Yes ☐ No

4. Do you charge the student for advanced credit? If so, what is this charge? $_____.____ per credit hour.

   Comment:

   ☐ Yes ☐ No

5. Please check ✓ the factors which are important in your decision to grant or not grant advanced placement or credit. Double check ✓✓ the most important factor.

Advanced Placement Examination score(s)	____	____
Recommendation by the high school	____	____
Examinations given by your college	____	____
Review of Advanced Placement Examination test booklets	____	____
Interview with applicant	____	____
General aptitude or intelligence scores	____	____
The student's subsequent record in college courses	____	____
Other (please list) _____	____	____

_____

6. Who makes the decision in your institution as to whether or not advanced placement or credit will be granted?

7. Does your institution have a published policy on advanced placement or credit?

   If yes, in what publication?

   Comment:

   ☐ Yes ☐ No

8. Are academic grades assigned for advanced placement credit?

   ☐ Yes ☐ No

9. What is the maximum amount of credit or advanced placement granted?

   Comment:

   ☐ Credit hours

Ivy College

May 1961 Advanced Placement Tests

	Code
Adams, Frances Literature and English Composition	____
Davis, Diane French	____
Gray, Betty American History	____
Harrison, Gladys English Literature and Composition	____

Institutions Responding to Questionnaire*

Private Four-Year Institutions

Adelphi College
Alfred University
Bard College
Canisius College
Cathedral College of Immaculate Conception
Clarkson College of Technology
Colgate University
College of Mt. St. Vincent
College of New Rochelle
College of Saint Rose
Cooper Union for the Advancement of Science and Art
Hamilton College
Hartwick College
William Smith College
Hofstra College
Ithaca College
Julliard School of Music
Keuka College
Le Moyne College
Manhattanville College of the Sacred Heart
Molloy Catholic College for Women
Nazareth College of Rochester
Niagara University
Pace College
Polytechnic Institute of Brooklyn
Pratt Institute
Roberts Wesleyan College
Russell Sage College
St. Bonaventure College
St. Francis College
St. Joseph's College for Women
Skidmore College
Union University
   Albany College of Pharmacy
   Union College
University of Buffalo
Wagner College
Wells College
Yeshiva University

(C. W. Post College of Long Island University also responded)

* Listing in this section does not necessarily indicate that an institution has granted or will in the future grant advanced placement and/or credit.

Public Four-Year Institutions

State University of New York

College at Albany
College at Brockport
College at Buffalo
College at Cortland
College at Fredonia
College at Geneseo
College at New Paltz
College at Oneonta
College at Oswego
College at Plattsburgh
College at Potsdam
Harpur College at Binghamton
College of Forestry at Syracuse University
Long Island Center at Oyster Bay

Public Two-Year Institutions

Bronx Community College
Erie County Technical Institute
Queensborough Community College
Westchester Community College

Institutions Where a Sample Was Taken

Barnard College
Brooklyn College
City College of New York
Columbia University
Cornell University
Hunter College
Manhattan College
New York University
Queens College
Rensselaer Polytechnic Institute
Syracuse University
University of Rochester